



# State Content Standards

**Social Studies Standards 4.44, 4.45, and 4.49:** Analyzing impact of 20th century C.A.ians on nation's artistic and cultural development, including rise of entertainment industry, rapid immigration, and the effects of The Great Depression and WWII

Awareness of symmetry, angles, and shapes in dance allow dancers to understand and utilize their dance space.

Maintaining a rhythmic sound or movement pattern is integral to musical beats, just as it is to counting steps, jumping rope, or reciting math facts.

**Math Standards:**  
**M.G. 3.0 - 3.8:** Parallel, perpendicular, radius, diameter, congruent figures, symmetry, right, acute, obtuse angles. Understand that 90, 180, 270, and 360 are associated with 1/4, 1/2, 3/4, and full turns. Visualize, describe, and make models of geometric solids in terms of the number and shape of faces, edges, and vertices; interpret two-dimensional representations of three-dimensional objects; and draw patterns (of faces) for a solid that, when cut and folded, will make a model of the solid. Know definitions of different triangles and identify their attributes. Know definition of different quadrilaterals.  
**M.G. 1.2:** Recognize that rectangles that have the same area can have different perimeters. **1.3:** Understand that rectangles that have the same perimeter can have different areas. **1.4:** Understand and use formulas to solve problems involving perimeters and areas of rectangles and squares. Use those formulas to find the areas of more complex figures by dividing the figures into basic shapes.

California became an industrial power with the rise of the entertainment industry in the 20<sup>th</sup> century

Major political and economic shifts from the 1850's through today have effected the cultural mood and interests of California's people

**Unit Theme**  
**Swing: The History, Music, Movements, and Math Relationships of California's Official State Dance**

# Concepts

Dance movements use choreographic principles and processes to express nonverbal perceptions feelings, images, and thoughts.

The elements of dance are time (rhythm), space, shape, and energy.

Creating and communicating meaning through dance performance enables others to interact with each other and describe their experiences.

**Performing Arts Dance Standards:**  
**Artistic Perception Components 1 & 2:** Respond spontaneously to various stimuli, describe how movement feels, demonstrate spatial and time concepts  
**Creative Expression Components 4 & 5** Originate simple rhythm patterns in sound and movement, create simple sequences for real-life events, perform dance and describe how different tempos feel.  
**Historical and Cultural Context 6 & 7** Learn and perform historical dances from own culture, observe and describe dance performances through videos

**Concept:** Major political and economic shifts from the 1850's - 1940's have effected the cultural mood and interests of California's people  
**Concept:** California became an industry power with the rise of music and people coming together to create entertainment in the 20<sup>th</sup> century  
**Social Studies Standards 4.44, 4.45, and 4.49:** Analyzing the impact of 20th century Californians on the nation's artistic and cultural development, including the rise of the entertainment industry, rapid immigration, and the effects of The Great Depression and WWII.

### The Great Depression

How did The Great Depression change California's lifestyle in the 1940's?  
**Behavioral Objective:** Students will examine and describe the causes and effects of The Great Depression and how they changed California's lifestyle in the 1940's through video, documentary photography, and expository text.

### World War II

How did WWII change California's lifestyle in the 1940's?  
**Behavioral Objective:** Students will examine and describe the causes and effects of WWII and how they changed California's lifestyle in the 1940's through video and expository text.

### Jazz, Big Band, and Dust Bowl Blues

How did music and people come together to create the 1940's dance and lifestyle of Swing?  
**Behavioral Objective:** Students will examine and describe the causes and effects of music and people merging to create the 1940's dance and lifestyle of Swing through video and music clips, guest speakers, and expository text.

## Objectives

## Assessment

**Assessment Question:** How did WWII, The Great Depression, music, and people change California's lifestyle in the 1940's?

Criteria chart, outline poster, and rubric taught explicitly for this expository essay

3-day writing process, including Pre-write outline and Draft, Revise and Proofread, and Publish with a Word Processing program in the Computer Lab.

Students will use their portfolio of notes, activities, and reflections from these lessons for this open-note essay test.

**Concept:** Awareness of symmetry, angles, and shapes in dance allow dancers to understand and utilize their dance space .

**Concept:** Maintaining a rhythmic sound or movement pattern is integral to musical beats, just as it is to counting steps, jumping rope, or reciting math facts.

**Math Standards M.G. 3.0 - 3.8:** Parallel, perpendicular, radius, diameter, congruent figures, symmetry, right, acute, obtuse angles. Understand that 90, 180, 270, and 360 are associated with  $1/4$ ,  $1/2$ ,  $3/4$ , and full turns. Visualize, describe, and make models of geometric solids in terms of the number and shape of faces, edges, and vertices; interpret two-dimensional representations of three-dimensional objects; and draw patterns (of faces) for a solid that, when cut and folded, will make a model of the solid. Know the definitions of different triangles and identify their attributes. Know the definition of different quadrilaterals. **M.G. 1.2:** Recognize that rectangles that have the same area can have different perimeters. **1.3:** Understand that rectangles that have the same perimeter can have different areas. **1.4:** Understand and use formulas to solve problems involving perimeters and areas of rectangles and squares. Use those formulas to find the areas of more complex figures by dividing the figures into basic shapes.

### **Rhythm, Patterns, Numbers, Turns, Angles, Shapes, Symmetry**

Informal, warm-up or cool-down mini-lessons designed for both indoor and outdoor physical activities. Each mini-lesson creates a greater awareness of how dancers utilize their dance space and satisfies a portion of the following

#### **Objectives:**

Students will demonstrate an understanding of 90, 180, 270, and 360 degree turns; how a rhythmic sound or movement pattern is integral to musical beats, just as it is to counting steps, jumping rope, or reciting math facts; symmetrical figures; different triangles' and quadrilaterals' attributes; parallel, perpendicular, right, acute, obtuse angles, radius, and diameter

### **Area & Perimeter, Angles, and Shapes**

Using Swing Dance as a jumping-off point for mathematical concepts, the following two formal lesson objectives satisfy Measurement and Geometry Standards 1.2, 1.3, 1.4, and 3.6:

**Objective 1:** Students will implement their understanding of the rules for Area and Perimeter to design a rectangular city park on grid paper with play areas, a parking lot, buildings, and a sports field. Students will then write a report explaining their design and use of area and perimeter.

**Objective 2:** Students will implement their understanding of the relationship between two and three-dimensional objects by designing a set of polyhedron models, dipping them in soapy water to observe their prism effects, and describing the number and shape of faces, edges, and vertices of each model solid. Each student will combine his/her own models to create a hanging mobile.

## **Objectives**

**Formative and Summative Assessments aside from formal lesson plan outcomes and observations of physical activities:** Before, during, and/or after math lessons, students will keep track of their learning through reflective journal writing. At the end of the unit, the journal will go into each student's unit portfolio as a testament to their ability to self-reflect on their own growth.

## **Assessment**

**Concept:** Dance movements use choreographic principles and processes to express nonverbal perceptions, feelings, images, and thoughts.

**Concept:** Creating and communicating meaning through dance performance enables others to interact with each other and describe their experiences.

**Concept:** The elements of dance are time (rhythm), space, shape, and energy

**Performing Arts Dance Standards: Artistic Perception Components 1 & 2:** Respond spontaneously to various stimuli, describe how movement feels, demonstrate spatial and time concepts. **Creative Expression Components 4 & 5:** Originate simple rhythm patterns in sound and movement, create simple sequences for real-life events, perform dance and describe how different tempos feel. **Historical and Cultural Context 6 & 7:** Learn and perform historical dances from own culture, observe and describe dance performances through videos

## Objectives

### Video Analysis

**Concept:** The elements of dance are time (rhythm), space, shape, and energy.

**Standards:** 1, 2, 6, 7

**Objective:** Students will analyze several video clips of swing dancing taken from different cultures, then describe how the dancers use the elements of dance (time, space, shape, and energy) through journal prompts. Students will have the opportunity to discuss their reactions orally.

### Interpretive Rhythm

**Concept:** Creating and communicating meaning through dance performance enables others to interact with each other and describe their experiences.

**Standards:** 1, 2, 4, 5

**Objective:** Students will use several jazz, swing, and blues songs to first listen, second move to both freely and in patterns, and third respond through journal prompts and oral interaction to how the music and tempos make them feel.

### Learning to Swing Dance

**Concepts:** 1, 2, 3

**Standards:** 1, 2, 4, 5, 6, 7

**Objective:** Students will learn and perform a choreographed swing dance over a 4-week period during which time they will self-analyze their experiences through video, journaling, and discussion.

### Assessment

**Formative and Summative Assessments:** Through a series of video observations, rhythmic interpretations, practices, performance self-analyses, verbal and written reflections, students will prepare for a swing dance performance together at the Spring Dance that incorporates the elements of dance: artistic perception, creative expression, and historical and cultural context.